

# Education In Tennessee: At a Crossroads?

Chattanooga, Tennessee

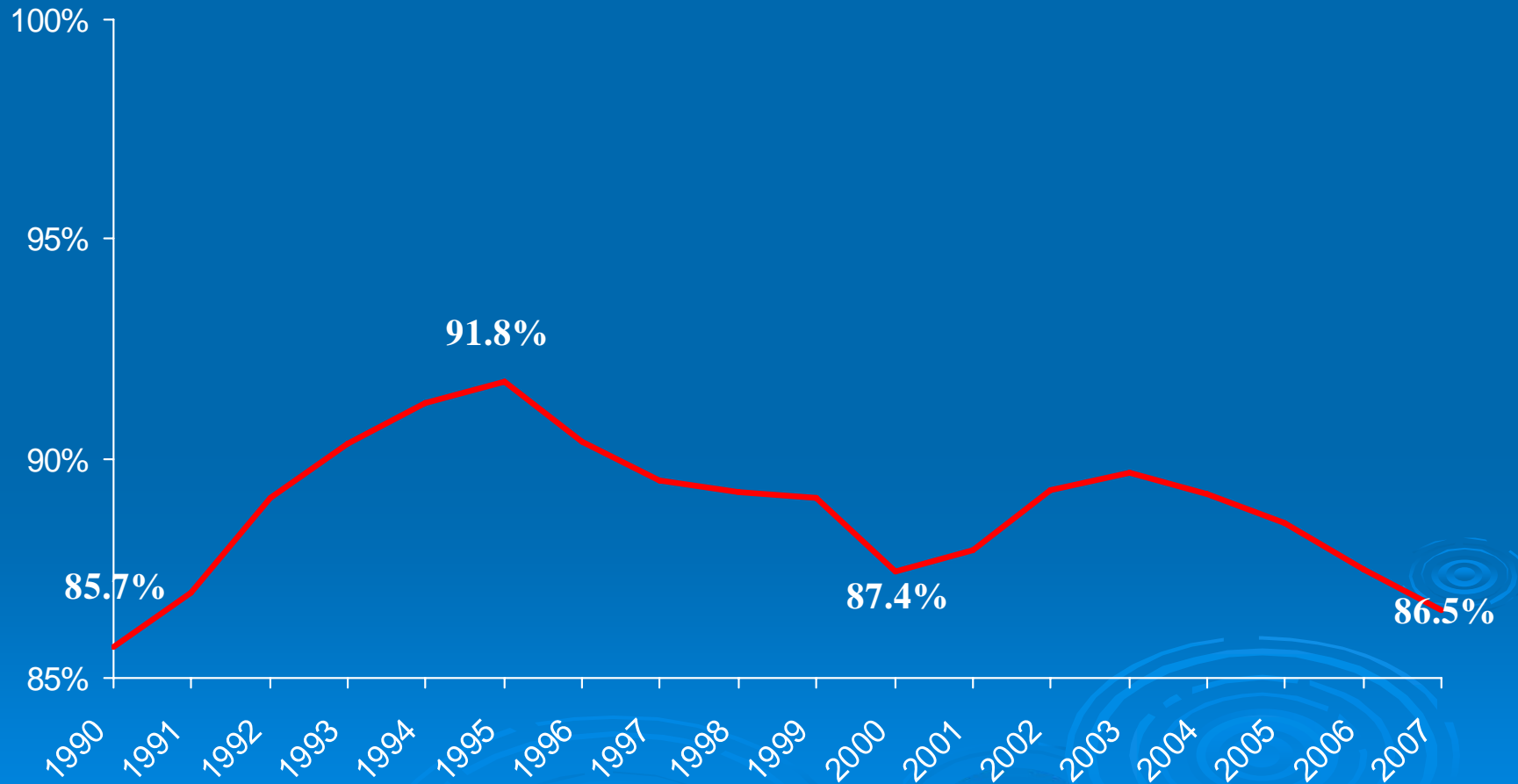
October 2, 2008

“....In the international competition to have the biggest and best supply of knowledge workers, America is falling behind.”

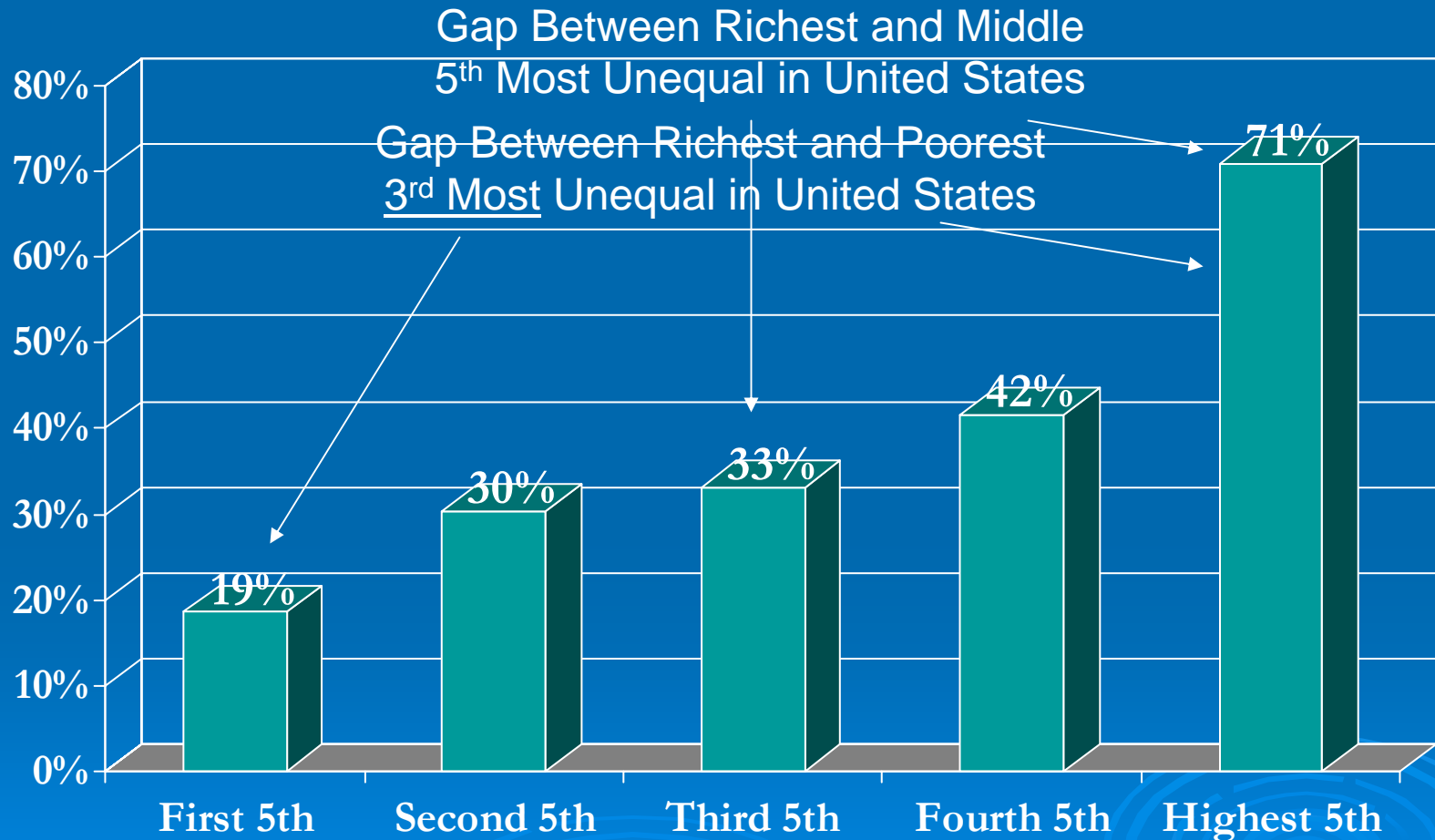
- Bill Gates, “America’s High Schools are Obsolete” Speech given to National Governors Association, February 26, 2005

- A 2005 survey of manufacturers by National Association of Manufacturers found:
  - 84% do not believe K-12 schools are doing a good job
  - 80% of are experiencing a shortage of qualified workers; they need problem solving skills, reading, writing and communication skills
  - They want more investment in teacher education, science and math instruction, and career education in school
- For students in elementary school today, the majority of jobs they will hold do not exist (Jim Carroll)
- In today's global economy, work gets done where it is most effective and efficient (Thomas Freidman)

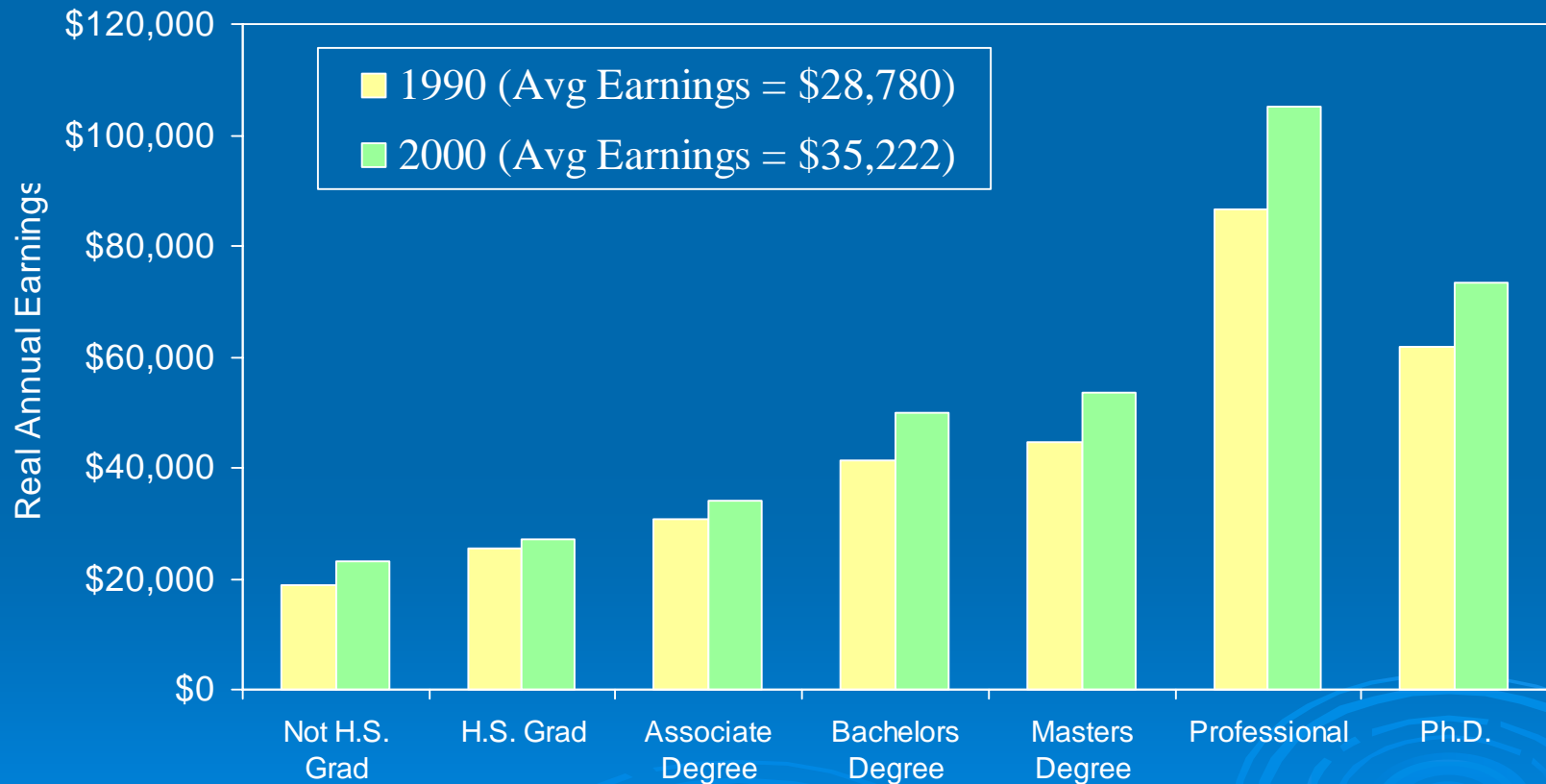
# Tennessee Per Capita Income as a Percent of the U.S., 1990-2007



# Income Changes for Tennessee Families Early 1980s to Early 2000s, by quintiles

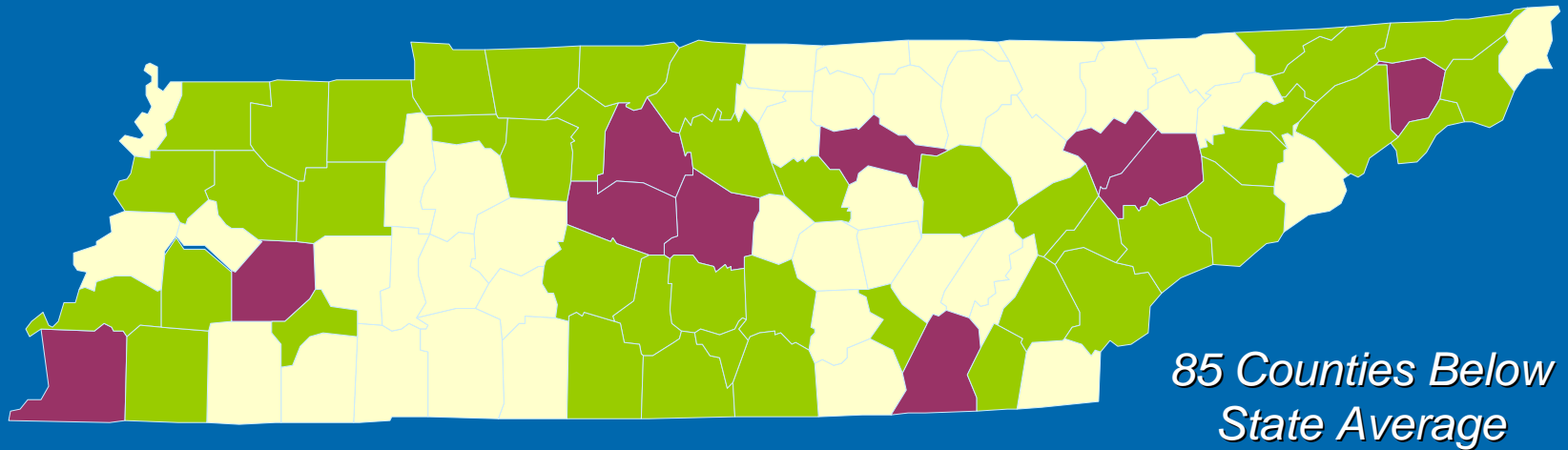


# Educational Attainment And Economic Well-being (Real Average Earnings): Tennesseans Aged 25 And Older



Source: CBER, UT

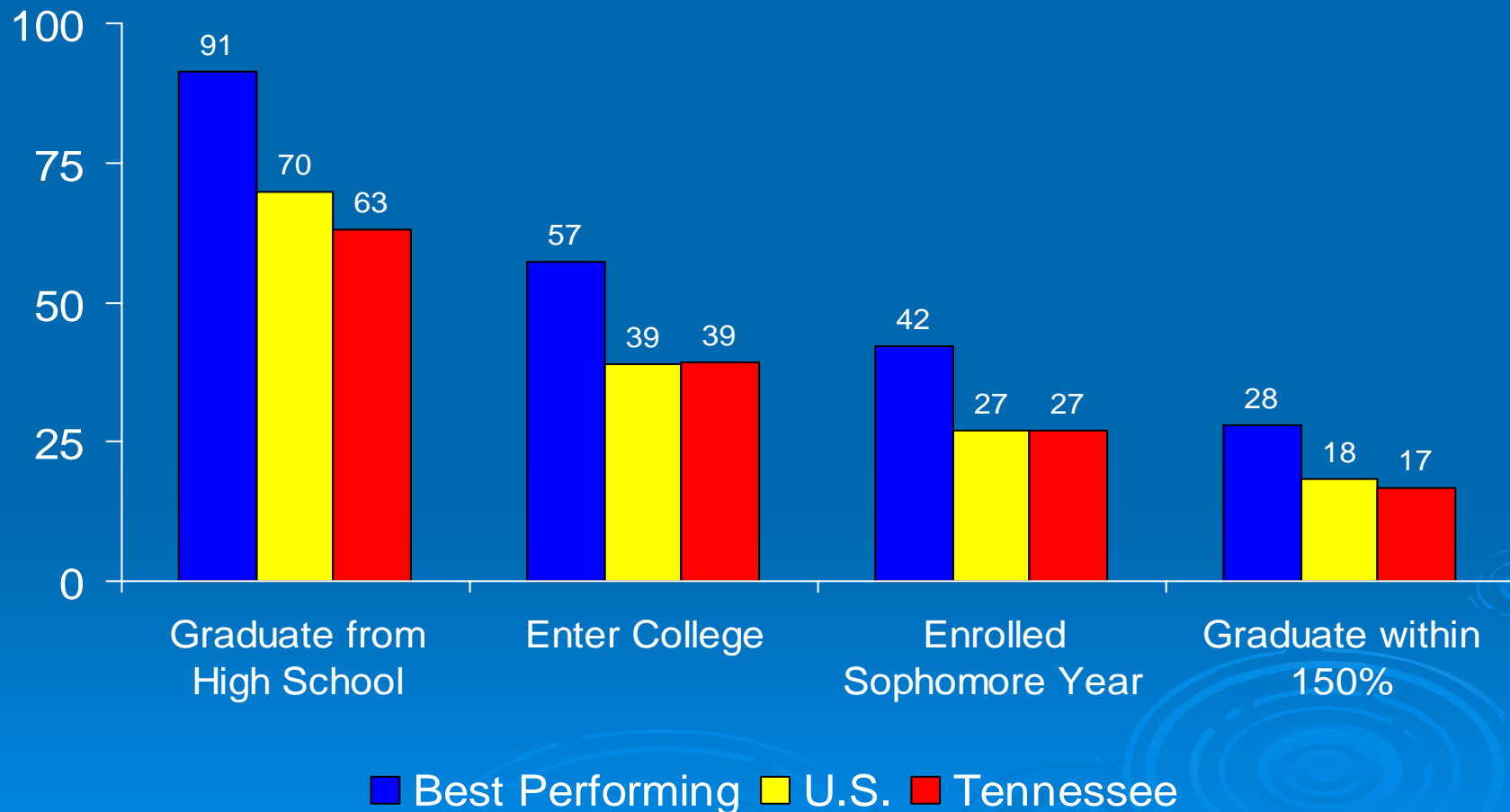
# Educational Attainment of Persons 25 Years and Over, Percent With At Least A Bachelor's Degree, 2000



TN Average = 19.6%  
U.S. Average = 24.4%



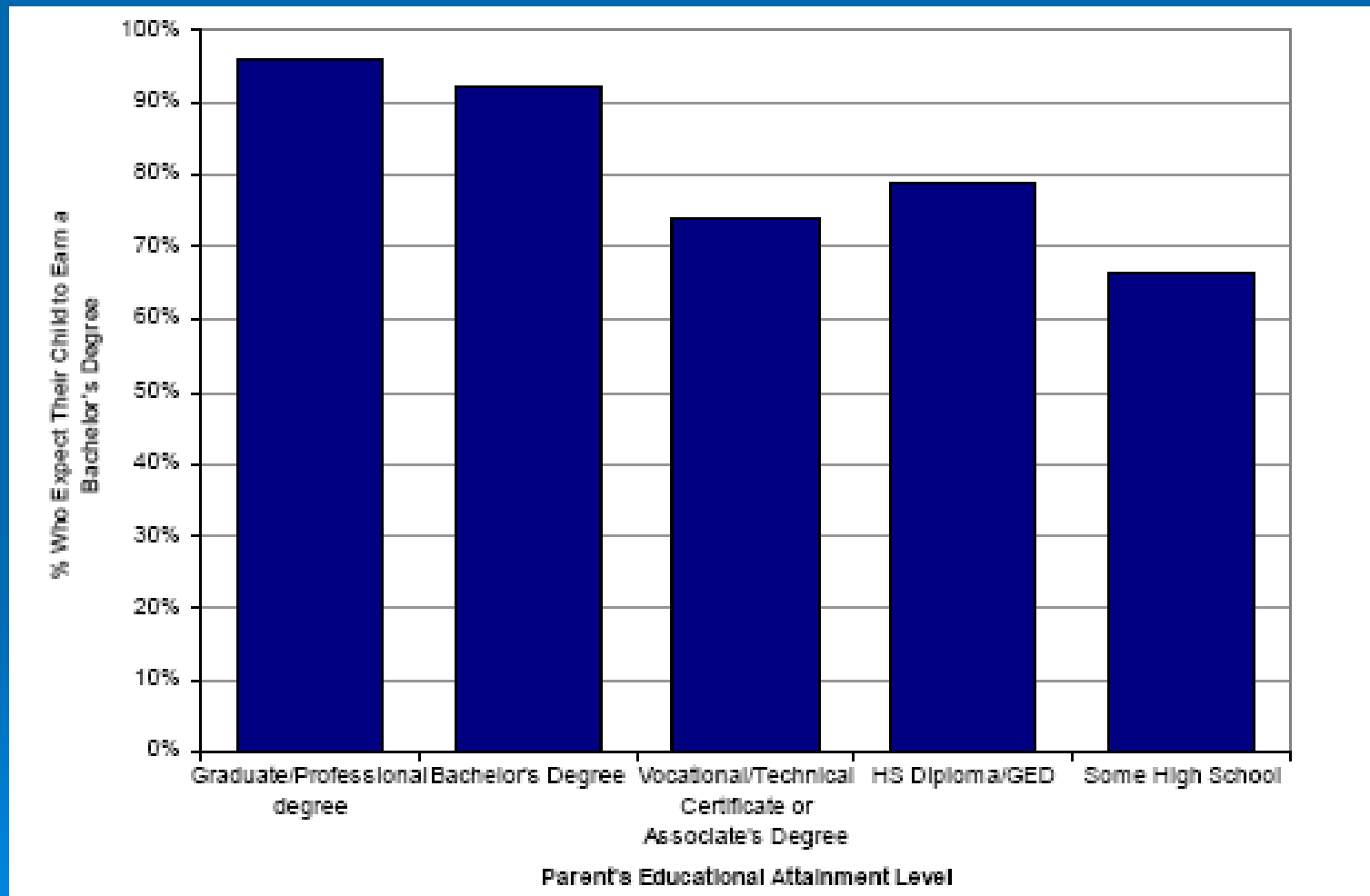
# The Student Pipeline - Tennessee, 2004





# Percent of Parents Who Expect Their Children to Earn a Bachelor's Degree

## By Educational Attainment Level



Source: University of Tennessee-CBER for the Comptroller of the Treasury of Tennessee, *Understanding Tennesseans' Attitudes About Education*, Part 1, Section IX, February 2006

# K-8 All Students Achievement

## 2003 to 2006 State Report Card

### State

CRT	2006			2003		
	% Below Proficient	% Proficient	% Advanced	% Below Proficient	% Proficient	% Advanced
Math	12.0	48.0	40.0	20.7	49.3	30.0
Reading	9.0	53.0	38.0	20.3	48.7	31.0

# National Ranking of Difference between State Proficiency and NAEP Proficiency

## Tennessee

46

Out of 50 states ranked on the difference between the share of 4<sup>th</sup> graders rated proficient on the state reading test, compared to the NAEP test (1= best, 50= worst)

## Tennessee

49

Out of 50 states ranked on the difference between the share of 4<sup>th</sup> graders rated proficient on the state math test, compared to the NAEP test (1= best, 50= worst)

## Tennessee

43

Out of 47 states ranked on the difference between the share of 8<sup>th</sup> graders rated proficient on the state reading test, compared to the NAEP test (1= best, 47= worst)

## Tennessee

47

Out of 47 states ranked on the difference between the share of 8<sup>th</sup> graders rated proficient on the state math test, compared to the NAEP test (1= best, 47= worst)

# Strength of state proficiency standards: 2005

	Overall	4th grade		8th grade	
	grade	Math	Reading	Math	Reading
Arkansas	B-	B	B+	B	C
Georgia	D-	D	F	D-	F
Kentucky	C+	–	C	B-	–
Mississippi	D-	F	F	D+	C-
Missouri	A	B	–	A	–
North Carolina	F	D-	D-	F	F
<b>Tennessee</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>
Virginia	D+	–	–	D-	C-

Note: No grade (–) means either state scores or National Assessment of Educational Progress (NAEP) standards were not available.

Source: Peterson and Hess, *Keeping an Eye on State Standards*, **Education Next**, 2006 No. 3.

## Part II: Measuring College Readiness

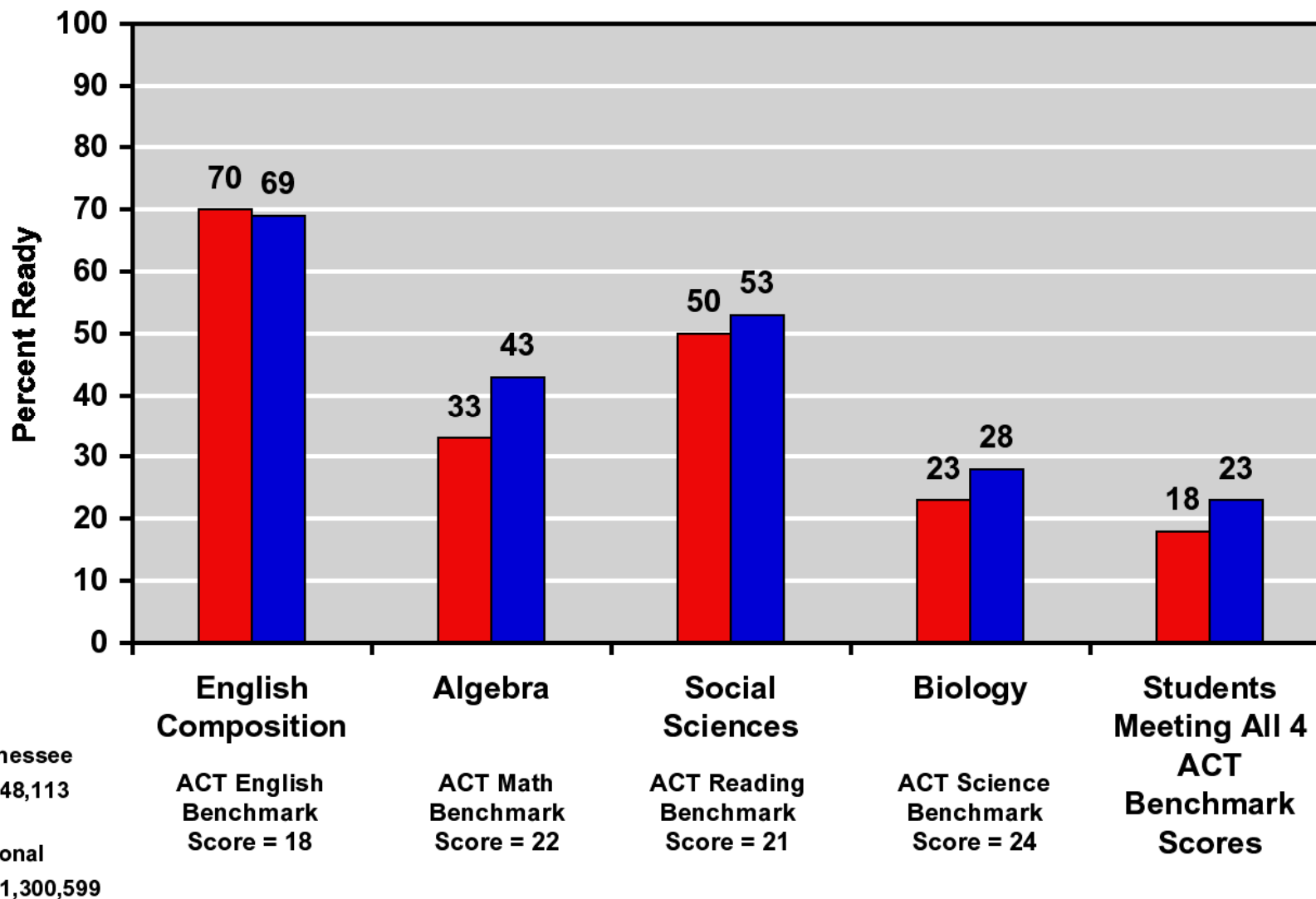
### ➤ ACT College Readiness Benchmark Scores

➤ Through collaborative research with postsecondary institutions nationwide, ACT has established the following College Readiness Benchmark Scores:

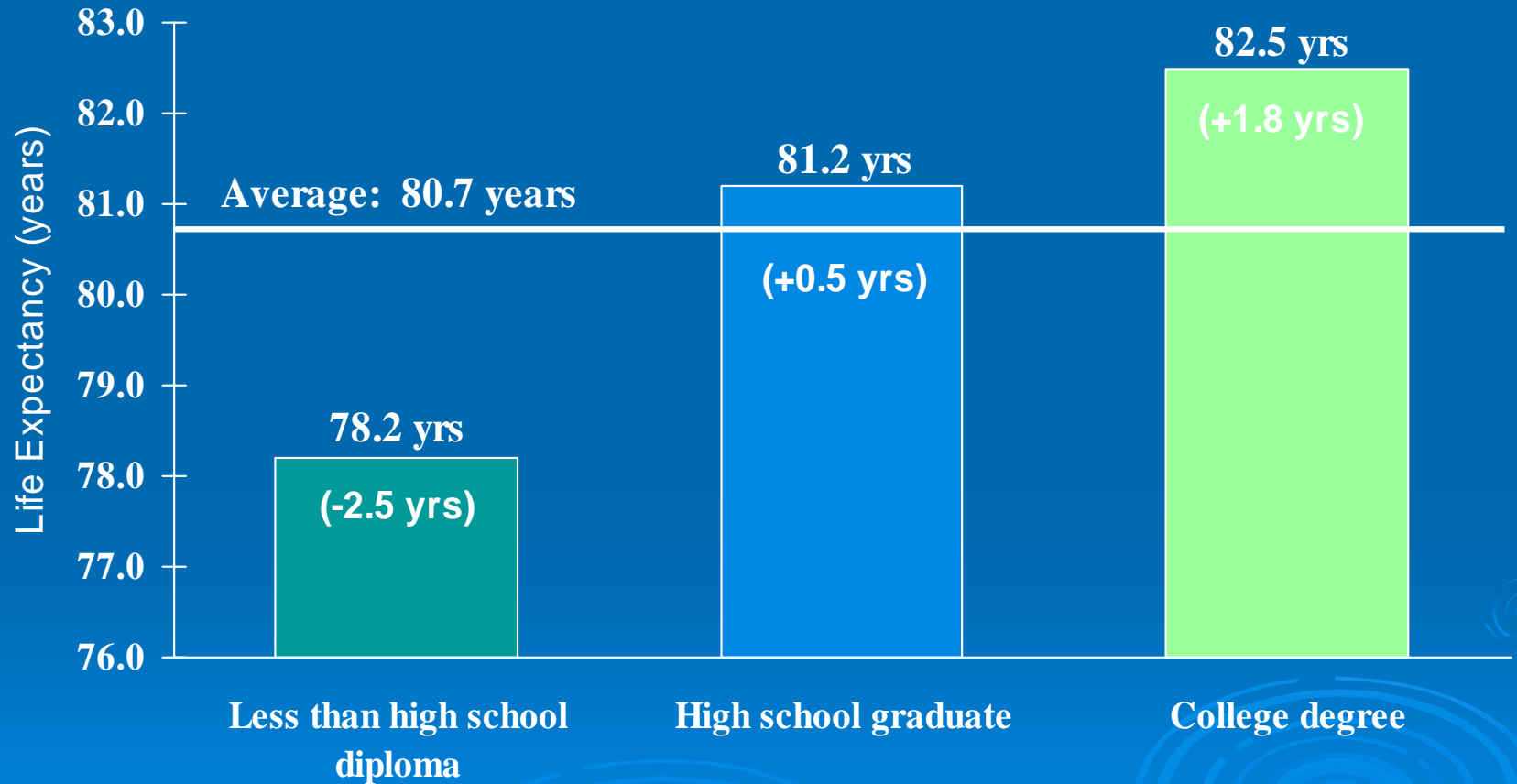
ACT Subject Area Test	College Course(s)	College Readiness Benchmark Score
English	English Composition	18
Math	Algebra	22
Reading	Social Sciences	21
Science	Biology	24

➤ A benchmark score is the minimum score needed on an ACT subject area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

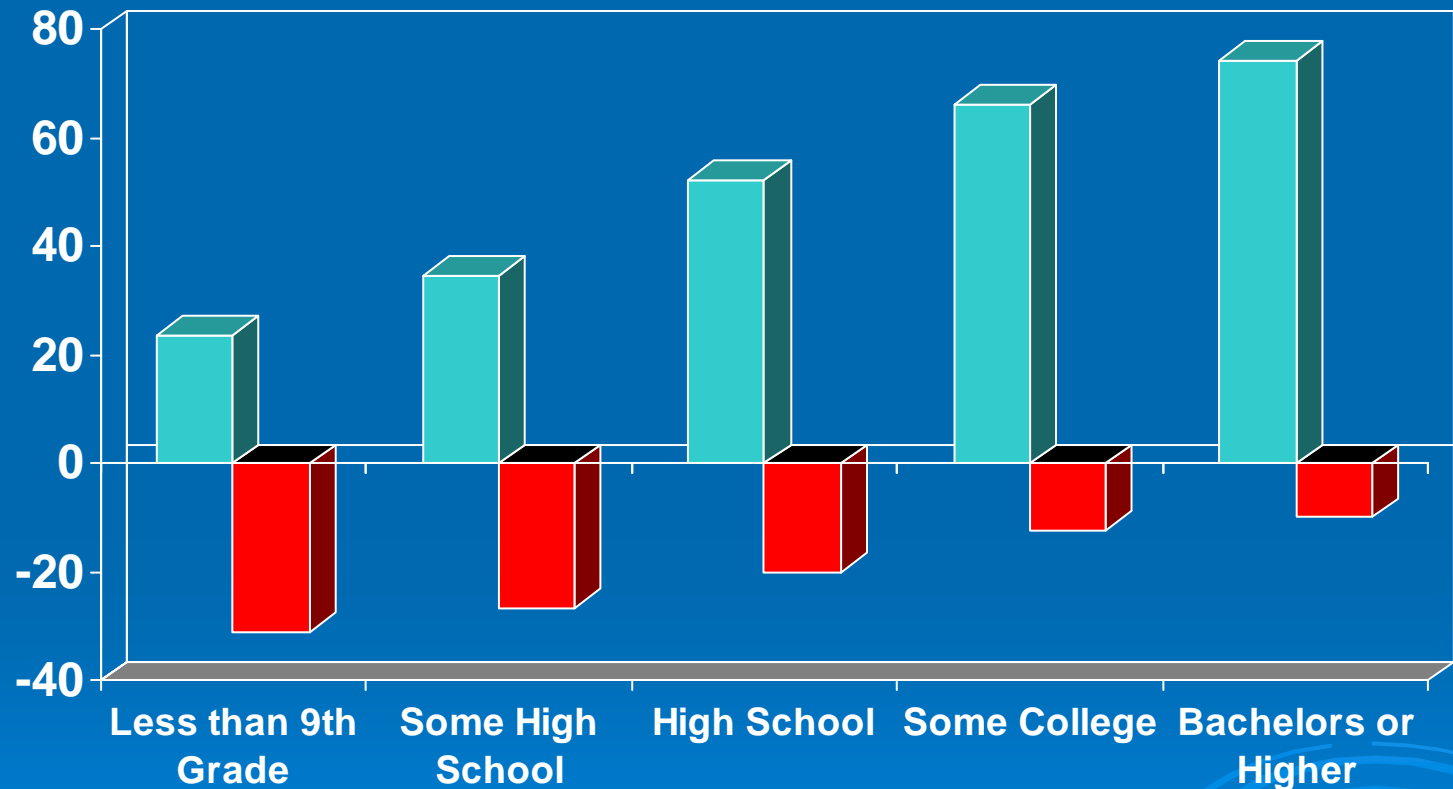
## 2007 Tennessee and National ACT-Tested Graduates Likely to Be Ready for College-Level Work (in percent)



# A Person Without a High School Diploma has a Shorter Life Expectancy



# Educated People are More Likely to Participate (and Continue Participating) in Democratic Process

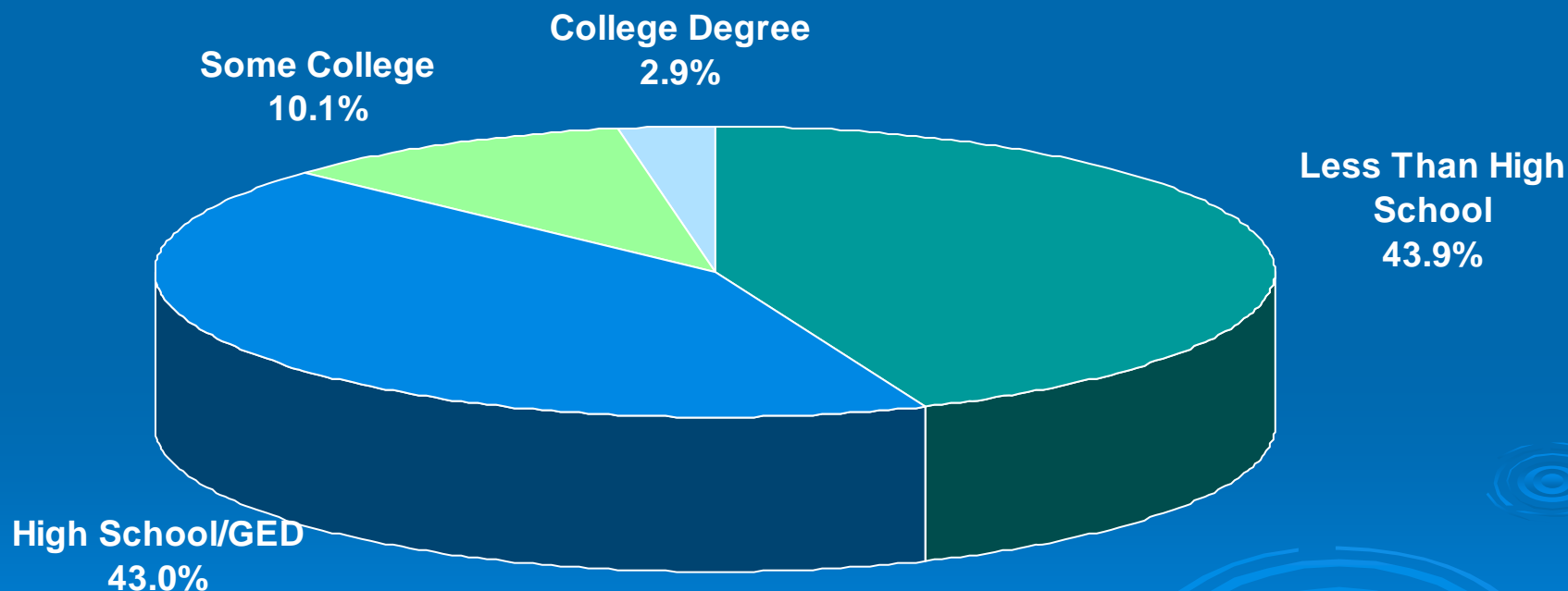


■ Voting Rates in 2004 Presidential Election ■ Change in Voting Rates from 1968-2004



# Educated Persons are Less Likely to be Incarcerated

**Prison Population by Education Attainment, 2004**

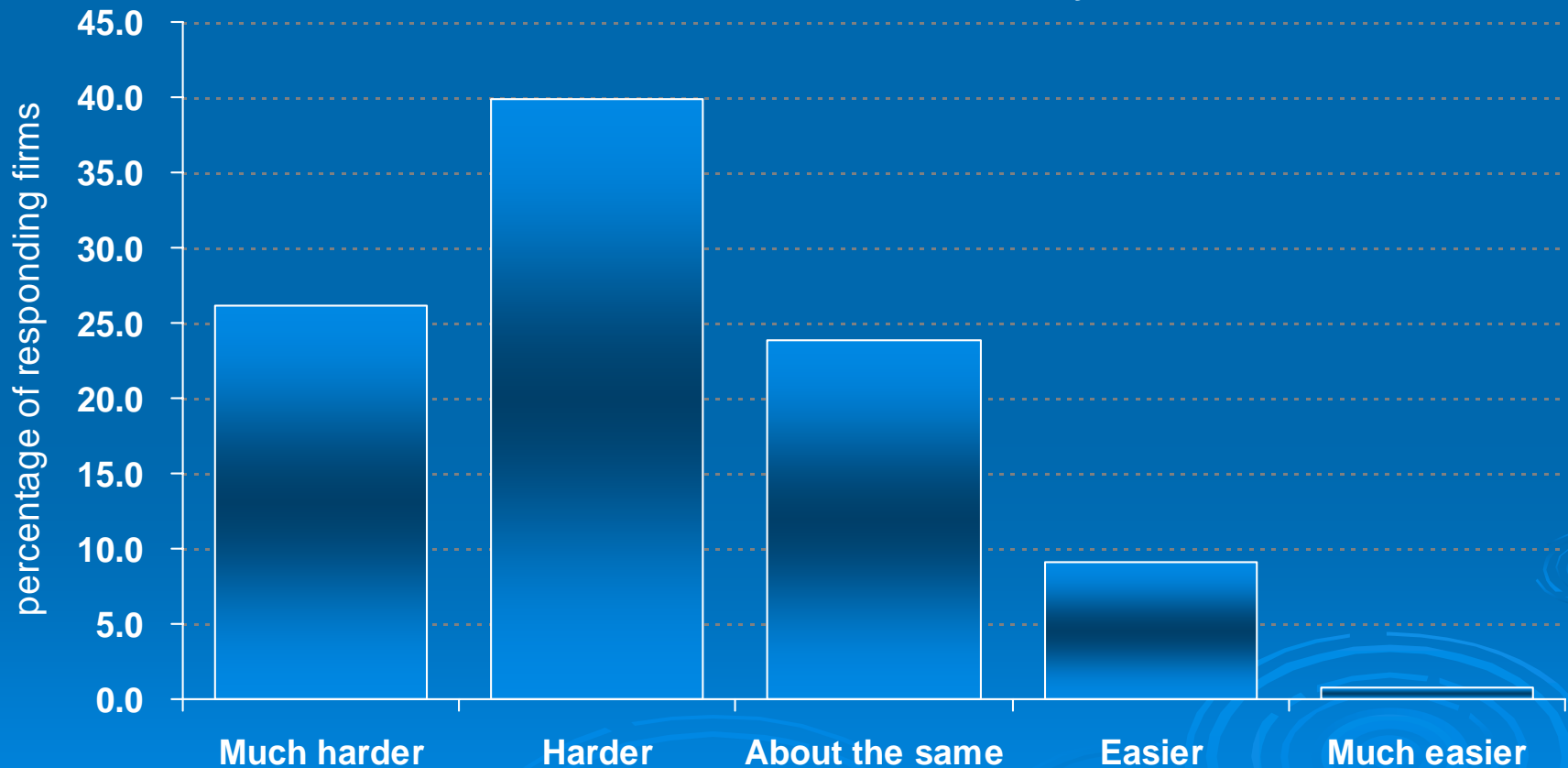


# Job Trends for the Future

- **70%** of the 30 fastest-growing jobs will require an education beyond high school.
- **40%** of all new jobs will require at least an associate's degree.
- Total college-level job openings between 1990-2008 will nearly equal to the number of college educated entrants to the workforce.

# Expectations of the future Tennessee workforce

The level of difficulty anticipated in finding qualified/educated Tennessee workers over the next 10 years



# Why is curriculum rigor important?

## High school students know they are not prepared for college or the workplace

- According to a February 2005 survey conducted by Peter Hart Research Associates, **approximately 40 percent of graduates reported key gaps in their preparation.** A majority noted that if they could do high school over again, they would work harder and take **more challenging courses.**

Source: Peter D. Hart Research Associates/Public Opinion Strategies (Washington, D.C.: Achieve, Inc. February 2005)

## U. S. businesses know high school students are not prepared for college or the workplace

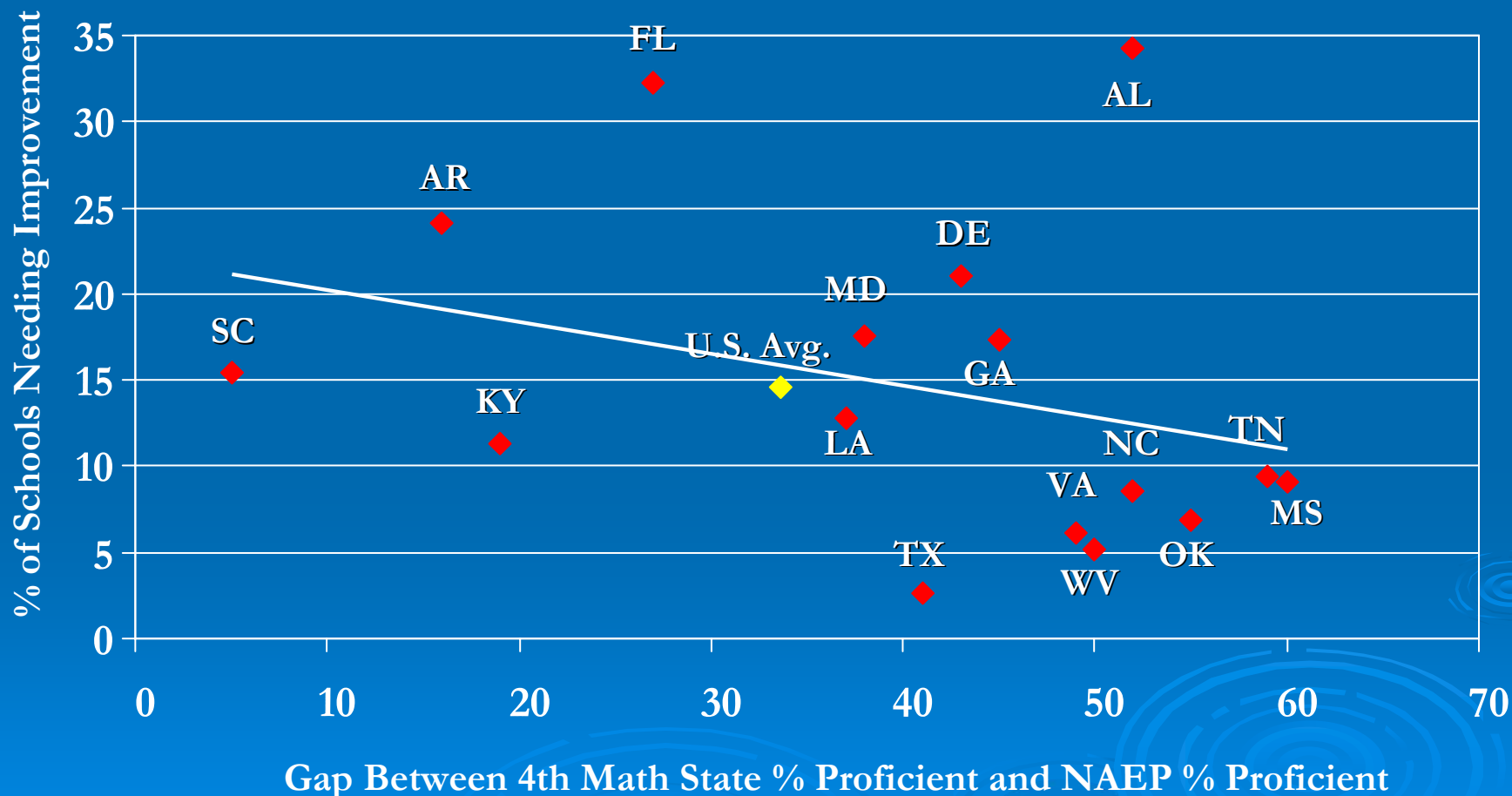
- According to the **Committee for Economic Development**, only **31 percent** of high school students complete the rigorous complement of courses recommended by the National Commission on Excellence in Education.

Source: "Cracks in the Education Pipeline: A Business Leader's Guide to Higher Education Reform."  
Committee for Economic Development, (May 2005).

# Heading In The Right Direction

- Tennessee participating in American Diploma project.
  - More closely aligned with national standards
  - Raise high school graduation requirements to increase the value of a high school diploma
  - Improve the alignment of curriculum content, assessments and exit requirements
  - Improve integration of educational levels from Pre-k through senior level of college

# Relationship between Proficiency Gap and % of Schools In Need of Improvement – 2005



# Reporting Progress

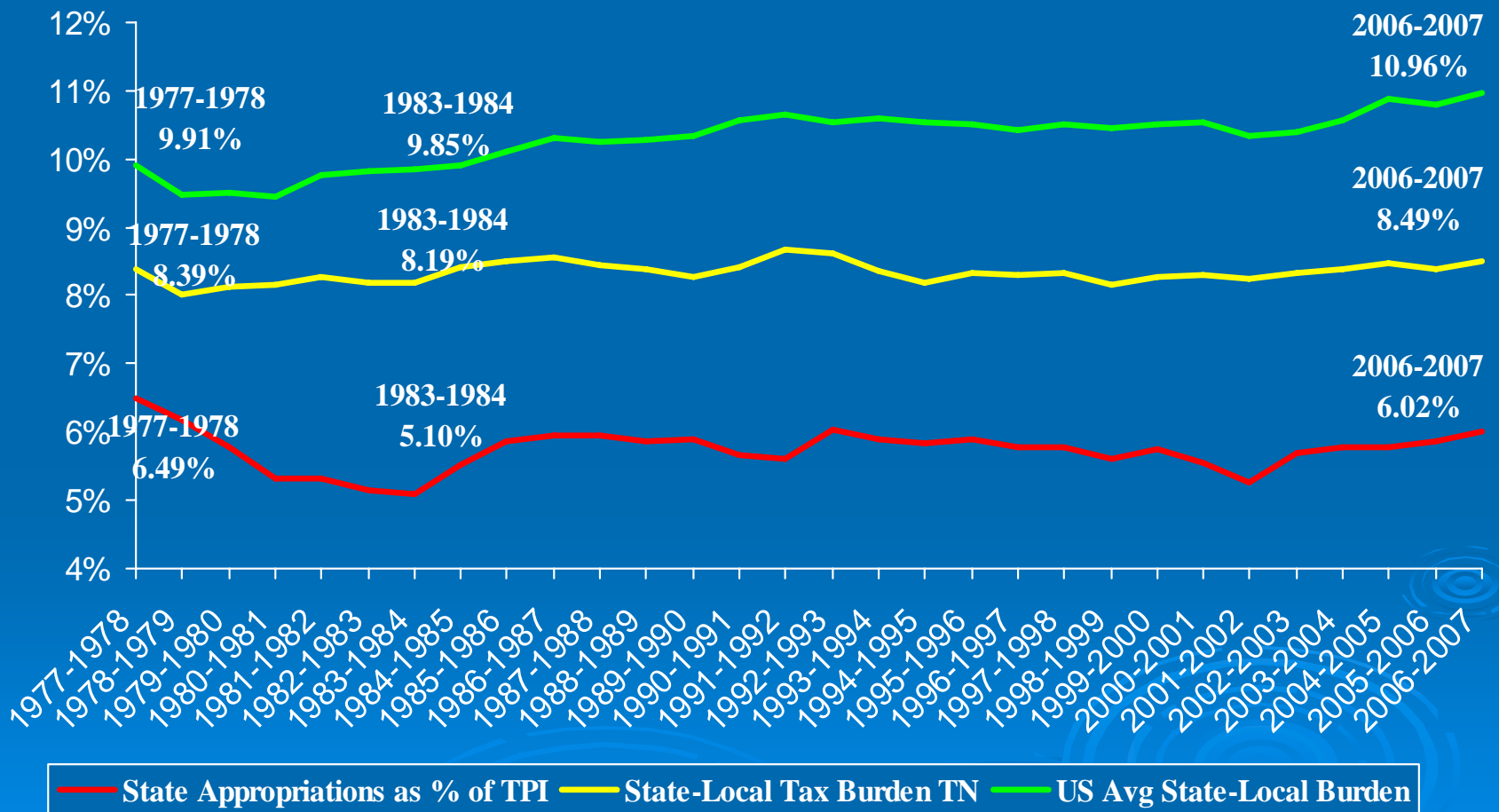
- The impact of making school harder means more schools will not meet standards for measured progress, INITIALLY.
- Informed public will serve a vital role (negative or positive)
  - Will be the interpreter of the results of the changes
  - Everyone needs to know what is happening in schools and why.
- *How the opinion leaders interpret the initial results from the American Diploma changes will be very important to the long-term success.*

# Education Crossroads

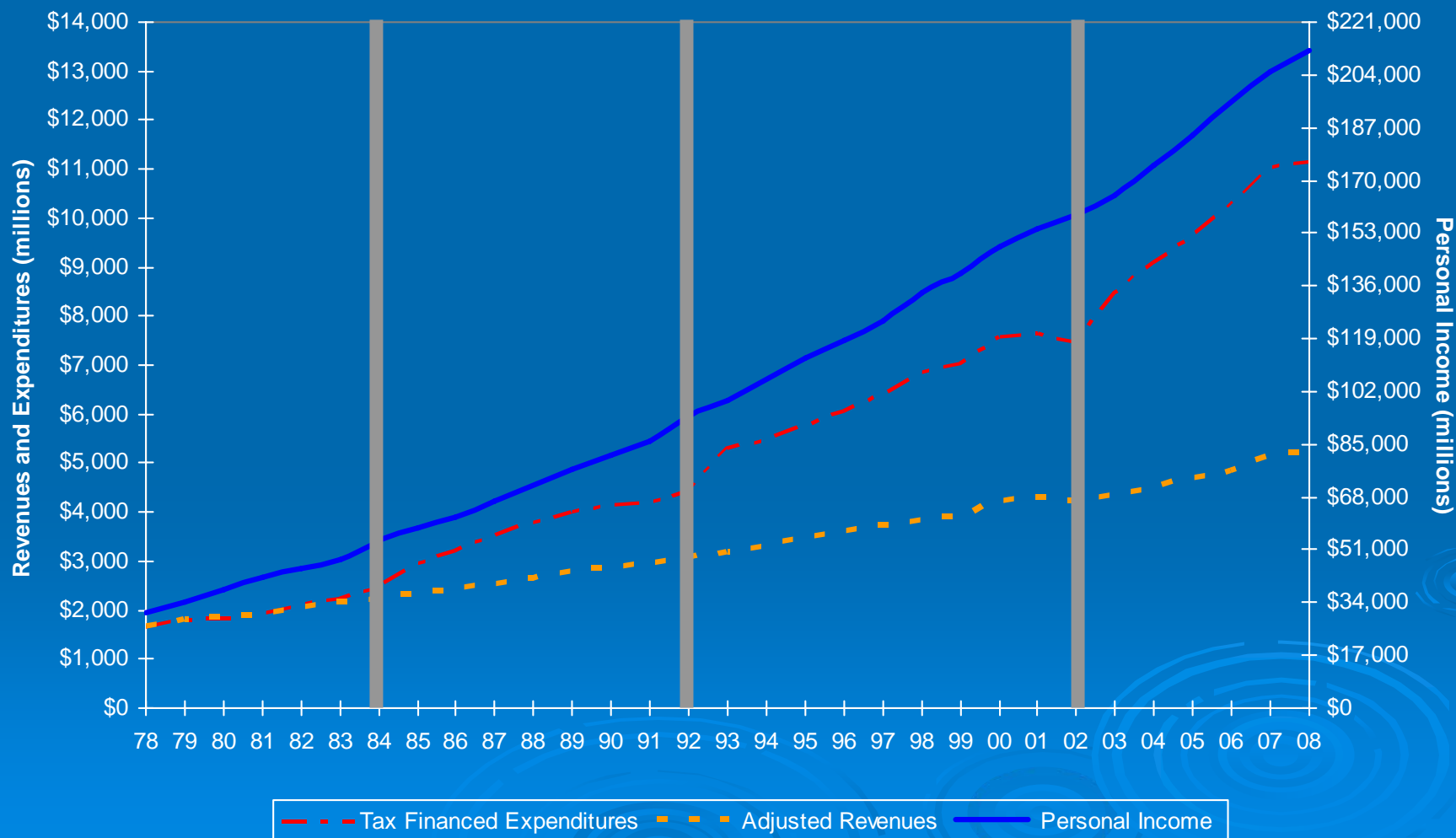
- A book about how education affects our lives and the lives of those around us.
- The data is easily accessed and verified through online and other sources.
- Broken into 6 chapters: Future, Foundation, Prosperity, Family, Citizenship, and Public Sector.
- ***If we cannot articulate and document how education matters, we cannot develop the momentum for change.***



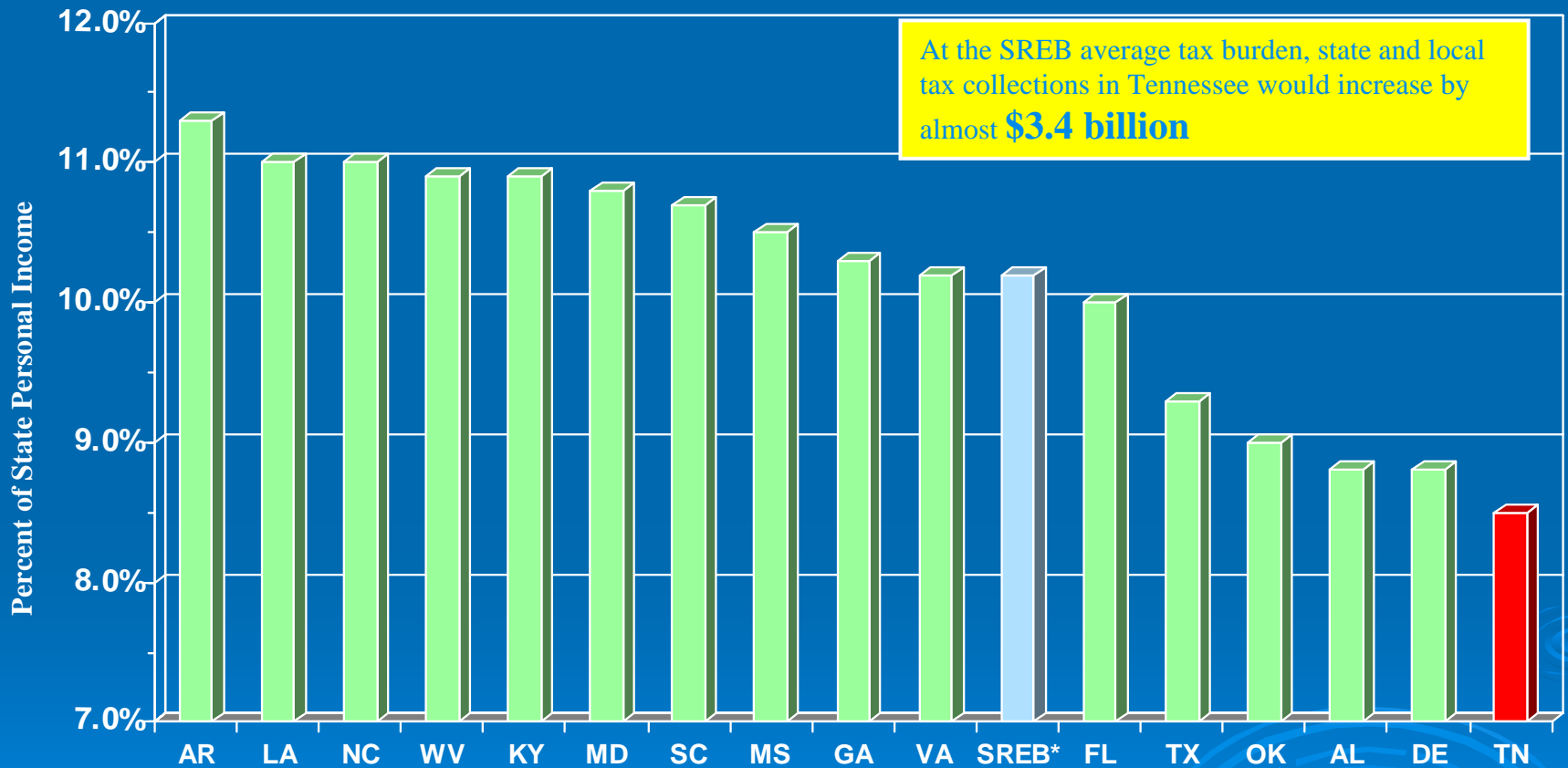
# Various Tax Burden Measures as a Percent of Personal Income



# Revenues and Expenditures in Tennessee, 1978 Base



# 2007 State and Local Tax Burden as Share of Personal Income in the SREB States



\*Average of SREB states excluding Tennessee. The SREB average including Tennessee is 10.1%

# The Student Pipeline - Tennessee, 2004

